# **Module 2: Activity Sheet 1**

| What Makes a Good Learning Goal? | What Makes Good Success Criteria? |
| --- | --- |
| * Clear and linked to the big picture of learning (the purpose and the context for learning);
* Focused on the learning;
* Written/communicated from the students’ perspective (i.e., not in teacher- or standards-speak);
* Realistic and time-limited (i.e. span one lesson);
* Lead to rich, productive learning experiences.
 | * Clear and closely linked to the learning goal;
* Continue to focus on the learning;
* Illustrate the expected learning;
* Written/communicated from the students’ perspective (i.e., not in teacher- or standards-speak);
* Support rich, productive learning experiences
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**Which of the following Learning Goals and Success Criteria are strong? Why? Which are weak? Why?**

|  | Learning Goals | Success Criteria |
| --- | --- | --- |
| A | Today we are going to learn how different representations show proportional relationships. | * Make representations of proportional relationships
* Check your work
* Be sure you have put your name and date on your paper
 |
| B | Complete 10 questions on page 25. | * I can complete 10 questions accurately
 |
| C | I am learning how to add detail to my writing. | * I will know I am successful when I can write about:
	+ Who was there;
	+ When it happened;
	+ Where it happened;
	+ What happened.
 |
| D | Analyze the structure of a sonnet and how the structure and use of imagery contributes to the author’s meaning. | * Describe the rules and form of a sonnet
* Describe how the sonnet form contributes to the meaning of the text, using explicit and inferred details for evidence
* Explain how figurative language supports meaning, citing examples from the text
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